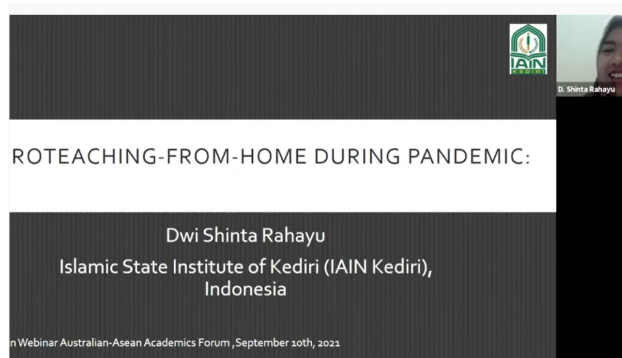


## Australia-ASEAN Academics Forum: Online Education during COVID-19 and Beyond

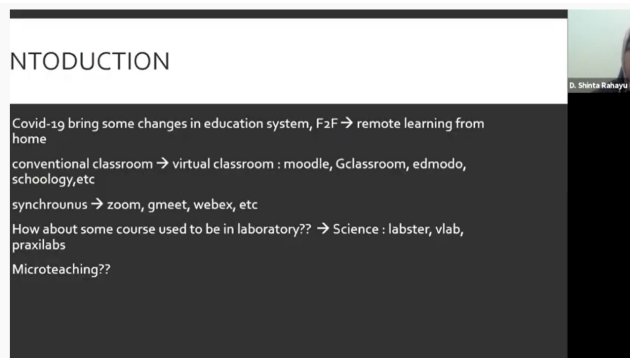
AAAF Mrs Dwi Shinta Rahayu talk 10th Sep 2021

Transcript

it's over to you now, thank you.



And it's an honour for me to be here with all of you to share my experience in exploring about micro teaching from home. But actually, I know that most of you are the experts in linguistics, and I am a mathematics education lecturer, so I will try to explain with my limited English. Because actually, I don't have good English, actually. But I will try as clear as I can, so I hope that you don't mind.

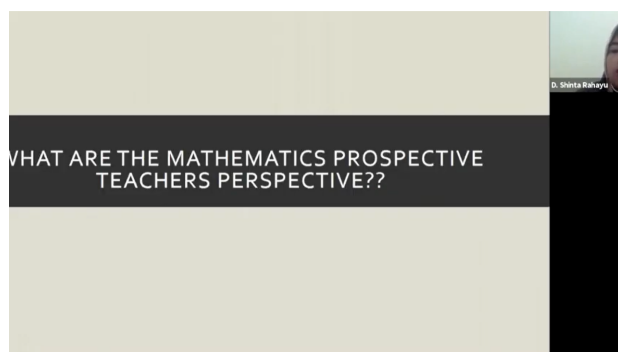


We know that the COVID-19 outbreaks take some change in education system. I think the problem of our nowadays education is because we have to see from face to face mode of learning to remote learning from home. And some conventional classroom migrate to virtual classroom using Moodle, google classroom, Edmodo, etc. And also, we are in Indonesia need to be familiar with asynchronous and synchronous learning nowadays. Synchronous by using zoom, google meet, WebEx and etc. But how about some course used to be in laboratory? I'm happy that I, now, I know that there are some websites which provide virtual laboratories like Webster film lab and Taxi labs and etcetera. But I think that there is no website profile laboratory for my co-teaching. That's why it is interesting for

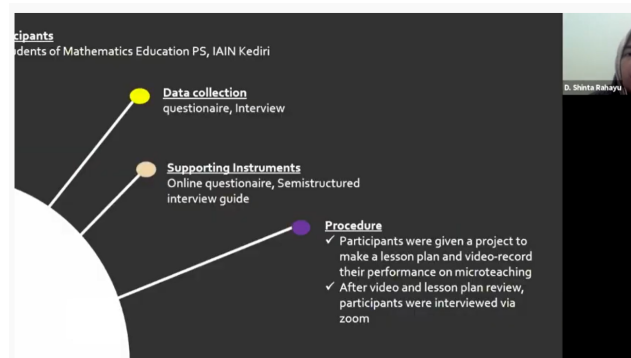
me to explore the practice of students' micro teaching during this pandemic.



As we know, that usually micro teaching is conducted in a laboratory complete with various equipment to teach and several people who act as students, but in the current COVID-19, the micro teaching session cannot be conducted in the laboratory. Because, at least in my college in where I work, there is no teaching and learning activities. So I had to save the micro teaching session of my students from the laboratory to their home. Although actually, we have facilities of micro teaching laboratory.

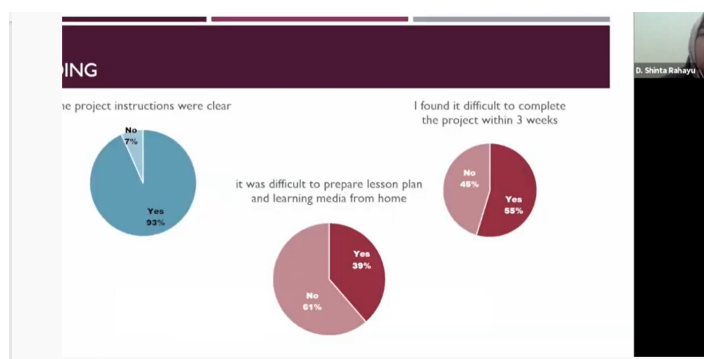


And you know that some of our students have struggled with the online living during this pandemic. There are a lot of obstacles, there are a lot of loose feeling because the burden of their study. And I want to explore what are the mathematics teachers' perspective.

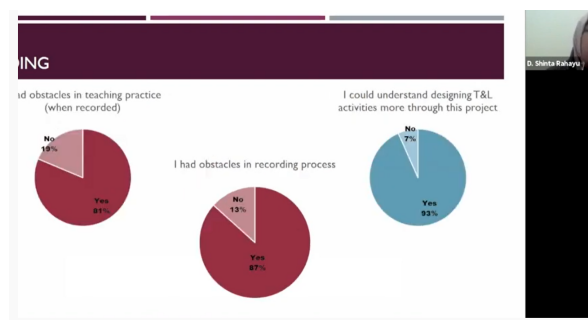


In this study, I involved 75 students of mathematics education program study, study in our state institute in Indonesia. The data were collected through questionnaire and interview and I have a supporting instrument which are online questionnaire and semi-structure interview guide. And the procedure is the first three weeks in this course, I gave them some explanation about the theory to perform the micro teaching, such as the basic teaching skills and how to manage the classroom, how to manage the time in the classroom and etc. And then, I shared the project instruction that were

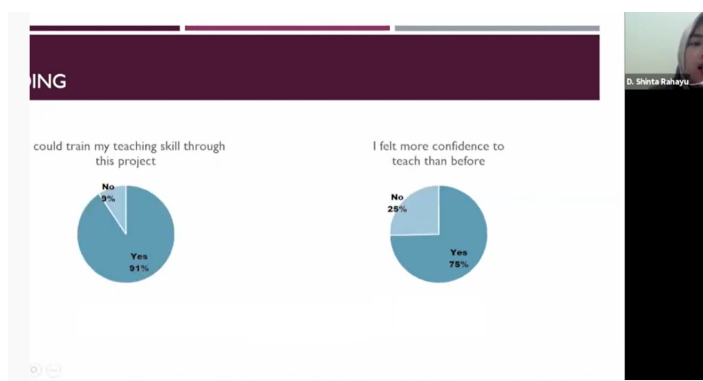
they had to make a lesson plan and perform a micro teaching from home with a video recorder. So they had to record their performance in micro teaching at their home. After that, they submitted in three weeks and then I met, scheduled meeting with my students to review the lesson plan and the video recorded micro teaching. Also, I involved the peer, the other students, to do peer review. So, the other students could give them the evaluation of the performance in micro teaching from home. And then, after that, I interviewed the student to obtain the deep information about the challenge they face during working on this project.



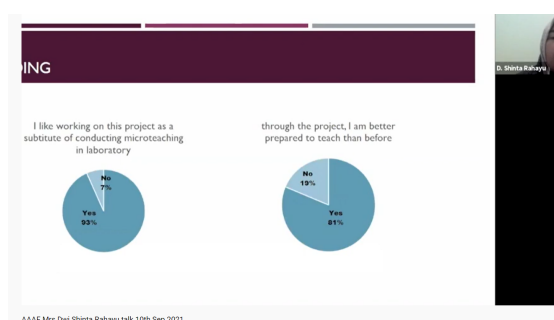
And I find that most of my students feel or said that the project instructions were clear, because in the beginning, I also explain what they have to do, what they will produce and what kind of assessment we will use. And then, but more than half of them said that it was difficult to prepare lesson plan and learning media from home. And then, 45 percent of them say that it was not difficult to complete the project within three weeks. This is the fact that more than half of students feel that three weeks was not enough to fulfill the project. Because in this online learning, they have another assignment from other course, and the deadline is, the assignment is very, they have a lot assigned, I mean. So they were difficult to manage their time.



And then, when I asked them about the obstacle in teaching practice when recorded, most of them said yes, they had obstacle in teaching practice when they were recorded. What is the obstacle? I will explain in the next, and then, when I ask them the obstacle in recording process, they also said, most of them also said yes, they have obstacles in recording process. Because actually, they, most of them didn't have any video recorder in their home, so they feel that it was very difficult to record their performance while they didn't have any video recorder tools. So, they just, some of them just used... And then, when I asked could you understand about designing teaching and learning activities more through this project from home, almost all the students said yes they do understand. They did understand because they have been given the theory and also they can learn by themselves about designing teaching and learning process or activities, I mean.



But then, when I ask about do you, could you train your teaching skill through this project, almost all students said yes. And then, but there were 25 percent of students felt, didn't have more confidence at this than before, because there is, there were some students who were there first. It was, they said that it was the first time they act as a teacher, so, and when they act as a teacher, they have to act in their home. They didn't get any insight because they wanted to act as a teacher in a laboratory. So, they thought that the project was not efficient. It was not efficient to increase their confidence in how to teach mathematics.



And then, almost all students say that they like working on this project as a substitute of conducting micro teaching and laboratory. It means that they prefer conducting micro teaching at their home to conducting micro teaching in the laboratory. Because the students who were very far away from the campus, and we have student from all over province, so they may be reluctant to go to the campus to do micro teaching. And then, through the project, I am better prepared than before. 81% students agree with that, although there were 19 percent who said that they want to do micro teaching in a laboratory.

Challenges Aspect	Description
pedagogical and psychological	<ul style="list-style-type: none"> <li>lack of self efficacy in teaching</li> <li>Lack of basic teaching skills mastery</li> <li>no experience to act in front of video recorder</li> <li>lack of ability to select and present media according to learning objective</li> </ul>
infrastructure	<ul style="list-style-type: none"> <li>Lack of classroom properties such as blackboards, table, chair, etc</li> <li>Hard to get "students" actor</li> <li>lack of procurement of adequate video recording and editing tools</li> </ul>
technical	<ul style="list-style-type: none"> <li>No one helps recording</li> <li>Less ability in video editing</li> <li>Unsupported recording situation (noise, dark, etc.)</li> </ul>
other	<ul style="list-style-type: none"> <li>Lack of preparation</li> <li>Less understanding of video-taped microteaching task</li> </ul>

From this questionnaire, then I conduct an interview to all of the participants, and I find that there are several challenges the students face during completing the project of micro teaching from home.



And the challenges were categorized into four aspects, namely pedagogical and psychological, infrastructure, technical and other. Pedagogical and psychological include the lack of self-efficacy in teaching. These students who said that they were not confident because it was the first time they have to be a teacher in a classroom setting, so they didn't have sufficient self-efficacy in teaching. And then, some students also feel that they didn't master sufficient basic teaching skills. So, when they have to do a micro teaching from home, they were nervous. And then they didn't do it well. And then, some other said that they didn't have experience to act in product video recording. I think it was different when the student act in micro teaching laboratory and in the home with a video recorder. They felt that this video recording make them afraid to do something, so they did more mistake. And then, the lack of ability to select and present media according to learning objective, it was associated to the materials, the nature material of mathematics. Mathematics is full of symbol, mathematics is full of notation, so when a teacher has to teach the concept of mathematics, sometimes she or he needs a media. She or he needs a worksheet, like that. But when the micro teaching was conducted in students' home, the students didn't provide a proper learning media to perform good micro teaching.

And then, about the infrastructure issue, of course, most of the students feel the lack of classroom properties such as blackboards, tables, chairs etc. And then, how to get students actor. Actually, I have made a group for the students, so that one student can act as a teacher and the other student act as a student, I mean. But then it didn't work. My students prefer to get the other student near their home. So, they didn't use the grouping I made. And in the end, they finally find it hard to get student actors. And then, lack of procurement of video recording and recording and editing tools, as I said before. They think it was difficult to do the micro teaching because they didn't have any video recorder. So they just use a cell phone camera. Cell phone, of course, it will, it had a limited vision and it made them, and they think that it was very challenging. And then, no one helps recording and less ability in video editing, unsupported recording situation like noise traffic etc. And then, lack of preparation. The minor challenge is less understanding of videoed micro teaching. This is actually...



Some of the challenges my student faced, unsupported recording situation. This is noise, and they and he didn't have any classroom properties or something that can substitute for the classroom properties. So of course, it will give some effect for his performance. And then, from, in this visualization, we can see that she didn't have a blackboard and LCD projector. But she did, she tried to substitute that properties with paper and editing video so she, when she was recorded, she acts like she project the slide, but actually she didn't. And then after video recording she edited the video recording and just copy paste the slide here. She didn't have any table and chair for her students. But she could perform very well here, and here she said that she was hard to get a student actor, so



she just used one student. So she used one student and the teacher used a paper for the blackboard topic to teach.

I think this is the end of my explanation. Thank you.